Capturing Good Practices in Girls’ Education Around the World

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Purpose
This capstone project is a proposal responding to a terms of reference for a consultancy with the Global Fund for Children (GFC). GFC seeks to document good practices and lessons learned from its girls’ education partners. For this project, I present my:

- Knowledge of the client and their girls’ education partner organizations
- Background knowledge on girls’ education models and measures
- Methodology to identify good practices in girls’ education programs
- Data collection tools and work plan

Client
The Global Fund for Children (GFC) funds small, child-focused grassroots organizations (partners) working with vulnerable populations. The partners design and implement their own programs and monitor their own progress. GFC supports 20 girls’ education partners who work on issues of access and quality of schooling around the world.

Echidna Giving—a philanthropic foundation that funds research and innovation in girls’ education—is a new donor to the Global Fund for Children. Echidna provides financial support for GFC’s girls’ education partners. Under the Echidna Giving agreement, the consultant will conduct an assessment of all 20 girls’ education partners to identify best practices, lessons learned and successful models.

Methodology
I propose a mixed methods approach to gather information on GFC’s girls’ education partners:

- Document review of all materials on partners’ girls’ education programming
- Semi-structured interviews with GFC staff
- Semi-structured interview with partner point(s) of contact
- Surveys for parents and caretakers of girls’ education program participants

Data Collection Tools
For GFC staff, I ask:
- Please describe your partner’s girls’ education program. What have you observed about your partner’s program through your correspondences, site visits, funding applications, partner reports?
- What data does the partner submit to track their program process for girls’ education?
- Who are the target participants?
- What challenges has your partner had implementing its girls’ education programming? How did your partner address these challenges?

For partner point(s) of contact, I ask:
- Background information (description of programming, number of participants)
- Relevance: Please describe the population served for your girls’ education program. What are the challenges of your participants to access and/or succeed in school? How does your program address these challenges?
- Gender sensitivity: How does your program address the specific needs of girls for education? What challenge(s) does your program face for girls’ participation?
- Measurable: Please provide any data you collected from last year and the year prior for outcomes related to access (participants’ enrollment in school, attendance, and completion of an academic year) and quality (participants reaching proficiency in reading or mathematics, improving academic performance, and transitioning to the next grade)
- Efficiency: How does your program best utilize program funding and resources to impact participants? If available, how much program funding do you dedicate to each participant (USD)?
- Inclusivity: Who do you engage in the community in your program? How does your program involve members of the community (not including your direct participants)?
- Sustainability: What components of your program make it sustainable? How have you prepared components of your program to continue without your support?
- Replicable features: Do you plan on expanding your girls’ education programming? If so, how do you plan to do so? How do you envision your program expanding beyond your current scope?

When I have collected information via the questionnaires, I conduct semi-structured interviews with GFC’s program staff. For parents and caregivers, I ask those surveyed if they agree or disagree with the statements below:
- This program helps my daughter/female student improve her grades.
- This program helps my daughter/female student attend school regularly.
- This program helps my daughter/female student improve her grades.
- This program informs me of any changes or updates in the program.
- This program informs me of my daughter/female student’s progress.
- I know who manages this program and who to contact if I have a question.
- This program helps my daughter/female student attend school regularly.
- This program helps my daughter/female student improve her grades.
- This program informs me of any changes or updates in the program.
- This program informs me of my daughter’s/female student’s progress.
- I know who manages this program and who to contact if I have a question.

Assessment Framework
Adapted from the UNGEI Good Practices Fund criteria, I will ask partners how their girls’ education programming is:

1. Relevance: demonstrating that the activities of the program impact the lives of its participants
2. Gender-sensitive: accounting for social norms and practices that impact a participant’s quality of education or access to education
3. Measurable: against a monitoring and evaluation system maintained by the organization
4. Efficient: demonstrating that the activities of the program impact the lives of its participants
5. Inclusive: of actors within the community beyond the target participants to have a wider impact
6. Sustainable: in leveraging resources to continue the program and in building capacity among service providers in the community
7. Replicable: in another community, country, or region, given similar contexts

A good practice is an approach that demonstrates success through evidence, contributes to the partner’s program goals, and has the potential to be adapted to a new community or context or scaled up beyond its current scope (USAID, 2005).

GFC Monaten Portfolio Partners

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<thead>
<tr>
<th>Partner Organization</th>
<th>Country</th>
<th>Program Description</th>
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<tbody>
<tr>
<td>Orange Farm Education</td>
<td>South Africa</td>
<td>Education for girls, focusing on improving educational outcomes through gender-based interventions in rural areas</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>South Africa</td>
<td>Education for girls, focusing on improving educational outcomes through gender-based interventions in rural areas</td>
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<tr>
<td>Ziwane Primary School</td>
<td>South Africa</td>
<td>Education for girls, focusing on improving educational outcomes through gender-based interventions in rural areas</td>
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<td>This is a table with more partners and their program descriptions.</td>
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Global Fund for Children (GFC) Education Partners by Country

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<th>Country</th>
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<tr>
<td>USA</td>
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<td>UK</td>
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<td>Germany</td>
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Deliverables and Timeline
Assuming the start date of June 5, 2017, I propose this timeline:

June 5-9: Receive and review all materials from GFC on Echidna portfolio partners, conduct semi-structured interviews with GFC program staff. After staff interviews and receipt of partner materials
June 19: Submit framework, data collection tools (protocol and survey), and detailed outline to GFC
June 19-23: GFC reviews framework, data collection tools, and detailed outline and sends feedback to the consultant. GFC finalizes materials after addressing comments from GFC.
June 26-July 21: Conduct phone or Skype interviews with partner POCs. Disseminate surveys to partners to conduct.
July 21-28: Analyze collected data from interviews and surveys to draft report
July 28: Submit draft report to GFC for review and comments
July 31-August 4: GFC reviews report and sends comment back to consultant.

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